

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

In developing your answers to Part III, be sure to keep these general definitions in mind:

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

### Part III

#### DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

#### Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women’s rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

**Task:** Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

Choose *two* reform movements mentioned in the historical context and for *each*

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

**Part A**  
**Short-Answer Questions**

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

**Document 1**

Lucy Stone and Henry Blackwell signed this document before they were married in 1855. They were protesting laws in which women lost their legal existence upon marriage.

While acknowledging our mutual affection by publicly assuming the relationship of husband and wife, yet in justice to ourselves and a great principle, we deem it a duty to declare that this act on our part implies no sanction of, nor promise of voluntary obedience to such of the present laws of marriage, as refuse to recognize the wife as an independent, rational being, while they confer upon the husband an injurious [harmful] and unnatural superiority, investing him with legal powers which no honorable man would exercise [exercise], and which no man should possess. We protest especially against the laws which give to the husband:

1. The custody of the wife’s person.
2. The exclusive control and guardianship of their children.
3. The sole ownership of her personal [property], and use of her real estate, unless previously settled upon her, or placed in the hands of trustees, as in the case of minors, lunatics, and idiots.
4. The absolute right to the product of her industry [work].
5. Also against laws which give to the widower so much larger and more permanent an interest in the property of his deceased wife, than they give to the widow in that of the deceased husband.
6. Finally, against the whole system by which “the legal existence of the wife is suspended during marriage,” so that in most States, she neither has a legal part in the choice of her residence, nor can she make a will, nor sue or be sued in her own name, nor inherit property. . . .

Source: Laura A. Otten, “Lucy Stone and Henry Blackwell: Marriage Protest,” *Women’s Rights and the Law*, Praeger, 1993

1 According to this document, what were **two** rights denied to women in 1855? [2]

(1) \_\_\_\_\_

\_\_\_\_\_  
Score

(2) \_\_\_\_\_

\_\_\_\_\_  
Score

## Document 2

. . . The woman ballot will not revolutionize the world. Its results in Colorado, for example, might have been anticipated. First, it did give women better wages for equal work; second, it led immediately to a number of laws the women wanted, and the first laws they demanded were laws for the protection of the children of the State, making it a misdemeanor to contribute to the delinquency of a child; laws for the improved care of defective children; also, the Juvenile Court for the conservation of wayward boys and girls; the better care of the insane, the deaf, the dumb [unable to speak], the blind; the curfew bell to keep children off the streets at night; raising the age of consent for girls; improving the reformatories and prisons of the State; improving the hospital service of the State; improving the sanitary laws, affecting the health of the homes of the State. Their [women's] interest in the public health is a matter of great importance. Above all, there resulted laws for improving the school system. . . .

Source: Senator Robert L. Owen, Introductory Remarks of Presiding Officer, *Significance of the Woman Suffrage Movement*, Session of the American Academy of Political and Social Science, February 9, 1910

2 According to Senator Robert L. Owen, what were **two** effects of the women's rights movement in Colorado? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

### Document 3

. . . The winning of female suffrage did not mark the end of prejudice and discrimination against women in public life. Women still lacked equal access with men to those professions, especially the law, which provide the chief routes to political power. Further, when women ran for office—and many did in the immediate post-suffrage era—they often lacked major party backing, hard to come by for any newcomer but for women almost impossible unless she belonged to a prominent political family. Even if successful in winning backing, when women ran for office they usually had to oppose incumbents [those in office]. When, as was often the case, they lost their first attempts, their reputation as “losers” made re-endorsement impossible. . . .

Source: Elisabeth Perry, “Why Suffrage for American Women Was Not Enough,” *History Today*, September 1993

- 3 According to Elisabeth Perry, what was **one** way in which women’s participation in public life continued to be limited after winning suffrage? [1]

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Score

Document 4a

Building Up His Business



Source: Frank Beard, *The Ram's Horn*, September 12, 1896 (adapted)

Document 4b

This excerpt from the *National Temperance Almanac* of 1876 attacks “King Alcohol.”

He has occasioned [caused] more than three-fourths of the pauperism [extreme poverty], three-fourths of the crime, and more than one-half of the insanity in the community, and thereby filled our prisons, our alms-houses [houses for the poor] and lunatic asylums, and erected the gibbet [gallows to hang people] before our eyes.

Source: Andrew Sinclair, *Prohibition: The Era of Excess*, Little, Brown

4 Based on this 19th-century cartoon and this quotation, state **two** effects that alcohol had on American society. [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 5

“ . . . When four-fifths of the most representative men in America are pronounced unfit for war, what shall we say of their fitness to father the next generation? The time was when alcohol was received as a benefit to the race, but we no longer look upon alcohol as a food but as a poison. Boards of health, armed with the police power of the state eradicate [erase] the causes of typhoid and quarantine the victims, but alcohol, a thousand times more destructive to public health, continues to destroy. Alcoholic degeneracy [deterioration] is the most important sanitary [health] question before the country, and yet the health authorities do not take action, as alcohol is entrenched [well established] in politics. Leaders in politics dare not act, as their political destiny lies in the hands of the agents of the liquor traffic. We are face to face with the greatest crisis in our country’s history. The alcohol question must be settled within the next ten years or some more virile race will write the epitaph of this country. . . .”

Source: Dr. T. Alexander MacNicholl, quoted in President’s Annual Address to the Women’s Christian Temperance Union of Minnesota, 1912

- 5 According to this 1912 document, why does this speaker think the use of alcohol is “the greatest crisis in our country’s history”? [1]

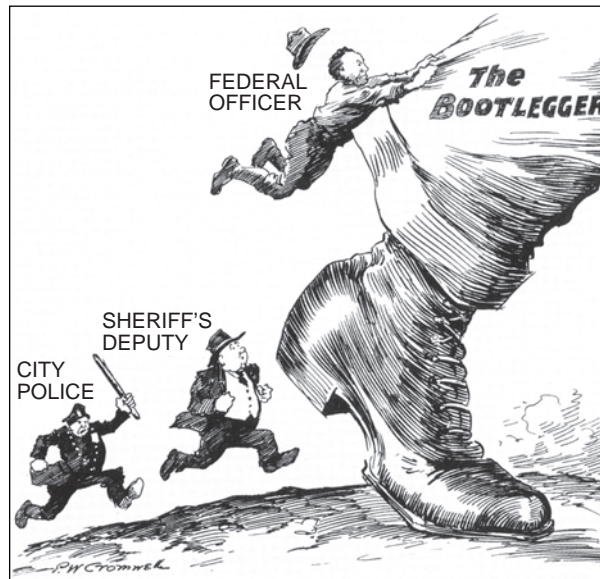
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Score

Document 6a

Too big for them



Source: P.W. Cromwell, Bentley Historical Library, University of Michigan (adapted)

Document 6b

... While in reality national prohibition sharply reduced the consumption of alcohol in the United States, the law fell considerably short of expectations. It neither eliminated drinking nor produced a sense that such a goal was within reach. So long as the purchaser of liquor, the supposed victim of a prohibition violation, participated in the illegal act rather than complained about it, the normal law enforcement process simply did not function. As a result, policing agencies bore a much heavier burden. The various images of lawbreaking, from contacts with the local bootlegger to Hollywood films to overloaded court dockets, generated a widespread belief that violations were taking place with unacceptable frequency. Furthermore, attempts at enforcing the law created an impression that government, unable to cope with lawbreakers by using traditional policing methods, was assuming new powers in order to accomplish its task. The picture of national prohibition which emerged over the course of the 1920s disenchanted many Americans and moved some to an active effort to bring an end to the dry law [Volstead Act].

Source: David E. Kyvig, *Repealing National Prohibition*, Kent State University Press, 2000

6 Based on these documents, what were **two** problems that resulted from national Prohibition? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 7

. . . Little girls and boys, barefooted, walked up and down between the endless rows of spindles, reaching thin little hands into the machinery to repair snapped threads. They crawled under machinery to oil it. They replaced spindles all day long, all day long; night through, night through. Tiny babies of six years old with faces of sixty did an eight-hour shift for ten cents a day. If they fell asleep, cold water was dashed in their faces, and the voice of the manager yelled above the ceaseless racket and whir of the machines.

Toddling chaps of four years old were brought to the mills to “help” the older sister or brother of ten years but their labor was not paid.

The machines, built in the north, were built low for the hands of little children.

At five-thirty in the morning, long lines of little grey children came out of the early dawn into the factory, into the maddening noise, into the lint filled rooms. Outside the birds sang and the blue sky shone. At the lunch half-hour, the children would fall to sleep over their lunch of cornbread and fat pork. They would lie on the bare floor and sleep. Sleep was their recreation, their release, as play is to the free child. The boss would come along and shake them awake. After the lunch period, the hour-in grind, the ceaseless running up and down between the whirring spindles. Babies, tiny children! . . .

Source: Mother Jones, *Autobiography of Mother Jones*, Arno Press

- 7 According to Mother Jones, what was **one** situation faced by children in the workplace in the late 1800s? [1]

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Score

## Document 8

. . . While states began to pass laws that worked, Mother Jones's dream of a national child labor law remained just a dream. Even if the children [after their labor march in 1903] had managed to see President [Theodore] Roosevelt, it is doubtful that any federal laws would have been passed. In 1906, a federal child labor bill was defeated in Congress. Echoing Roosevelt, many of the bill's opponents said they disliked child labor, but that they believed only states had the authority to make laws against it. In 1916, a bill was passed, but the Supreme Court ruled that the law was unconstitutional. The first successful national law was not passed until 1938, about 35 years after the march of the mill children. . . .

Source: Stephen Currie, *We Have Marched Together: The Working Children's Crusade*, Lerner Publications, 1997

- 8 According to Stephen Currie, what was **one** reason that ending child labor was difficult to achieve nationally? [1]

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Score

## Document 9

This is an excerpt from a radio interview given by Elmer F. Andrews, Administrator of the Fair Labor Standards Act. He is discussing the Wage and Hour Law, also known as the Fair Labor Standards Act.

### Protection for Children

**Announcer**—Well, can't you tell us something about this—I know we are all interested in the protection of children from oppressive labor in industrial plants and mines.

**Mr. Andrews**—The child labor sections are specific. No producer, manufacturer or dealer may ship, or deliver for shipment in interstate commerce, any goods produced in an establishment which has employed oppressive child labor within thirty days of the removal of the goods. The thirty days will be counted after today, so this means that employers of children before today do not come under the act.

**Announcer**—And oppressive child labor is—what?

**Mr. Andrews**—Oppressive child labor is defined as, first, the employment of children under 16 in any occupation, except that children of 14 or 15 may do work which the Children's Bureau has determined will not interfere with their schooling, health or well-being, but this work under the law must not be either manufacturing or mining employment.

In addition oppressive child labor means the employment of children of 16 or 17 years in any occupation found by the Children's Bureau to be particularly hazardous or detrimental to health or well-being.

Of course, there are exceptions for child-actors and others, but in general those are the child-labor provisions of the Fair Labor Standards Act, which is now the law of the land.

Source: "Andrews Explains Wage-Hour Law," *New York Times*, October 25, 1938 (adapted)

9 According to Elmer F. Andrews, what were **two** ways the Fair Labor Standards Act protected children? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Part B

### Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Reform movements developed during the 19th century and early 20th century to address specific problems. These included the *women's rights movement*, the *temperance movement*, and the *movement to end child labor*. These movements met with varying degrees of success.

**Task:** Using information from the documents and your knowledge of United States history, write an essay in which you

Choose *two* reform movements mentioned in the historical context and for *each*

- Describe the problems that led to the development of the movement
- Discuss the extent to which the movement was successful in achieving its goals

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme